



BETHEL ELEMENTARY

111 Bethel School Road
Simpsonville, South

Grades	K-5 Elementary School	
Enrollment	1,113 Students	
Principal	Mrs. Brenda Byrd	864-355-4100
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Good
2008	Good	Average
2007	Good	Average
2006	Good	Below Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

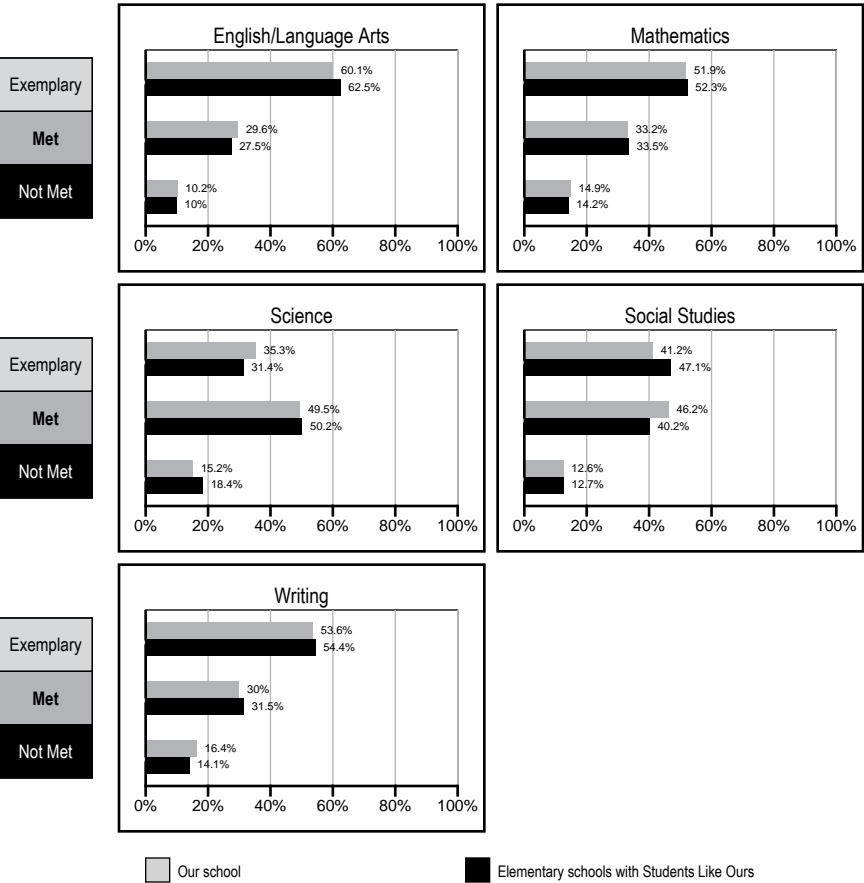
96.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	1	1	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=1,113)				
First graders who attended full-day kindergarten	91.5%	Down from 96.2%	96.5%	100.0%
Retention rate	0.5%	Down from 1.1%	0.5%	1.2%
Attendance rate	97.2%	Up from 97.1%	96.4%	96.1%
Eligible for gifted and talented	27.0%	Up from 23.0%	30.2%	11.7%
With disabilities other than speech	8.2%	Up from 7.1%	6.8%	8.0%
Older than usual for grade	0.0%	No Change	0.2%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=63)				
Teachers with advanced degrees	60.3%	Up from 54.8%	62.5%	60.5%
Continuing contract teachers	92.1%	Up from 90.3%	91.2%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.6%	Up from 91.9%	90.8%	87.0%
Teacher attendance rate	96.6%	Up from 95.5%	95.4%	95.4%
Average teacher salary*	\$48,096	Up 0.2%	\$50,261	\$47,288
Professional development days/teacher	12.7 days	Down from 17.4 days	10.7 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	22.3 to 1	Up from 22.2 to 1	22.2 to 1	19.2 to 1
Prime instructional time	93.7%	Up from 92.2%	92.2%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.8%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,427	Down 0.4%	\$6,843	\$7,548
Percent of expenditures for instruction**	73.1%	Down from 74.0%	73.1%	68.7%
Percent of expenditures for teacher salaries**	68.8%	Down from 69.4%	68.8%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Bethel Elementary serves over 1,100 students in grades K-5. Our award winning school has a history of academic excellence. Bethel has been recognized as a Palmetto Gold Award recipient, Red Carpet Award winner, and SCPTA Parent Involvement School of Excellence.

The faculty, staff, and community provide an annual update to our school portfolio to guide our direction for the future and to comply with accreditation requirements. Our school goals focus on academic achievement, professional development, and community relations. Specific strategies were developed to support the attainment of each goal.

Our PTA actively supports our school through fundraising and volunteer efforts. Parents have a wide range of opportunities to be involved in their child's education. The active involvement of the school's PTA helps provide integral programs that benefit all children at Bethel. Our PTA sponsors special activities such as the carnival, silent auction, school dances, book fairs, and a guest author.

Technology integration is an important aspect of the elementary curriculum at Bethel. Teachers and students utilize technology on a daily basis while teaching and learning. Our school is equipped with four computer labs and one mobile laptop lab. Most classrooms contain interactive white boards such as Smart Board or Promethean. The school plans to purchase additional interactive boards in the future. Our students utilize Compass Learning, a web based computer program that provides individualized instruction and practice for students at school and home.

Our school implements the principles of Continuous Quality Improvement. Teachers utilize Quality Tools in their classrooms to enhance the learning process. Students take ownership of their learning and use data to track their progress. We enjoy celebrating the successes attained by our students!

Brenda D. Byrd, Principal
Wendy Pavia, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	67	180	137
Percent satisfied with learning environment	98.5%	90.0%	91.8%
Percent satisfied with social and physical environment	98.5%	88.1%	94.9%
Percent satisfied with school-home relations	100.0%	91.6%	89.8%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress	NO
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This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	1.2%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	584	100	10.1	29.5	60.4	95.1	84.7	83.5	Yes	Yes
Gender										
Male	286	100	13.4	29	57.6	91.7	81.3	80.1	N/A	N/A
Female	298	100	6.9	30	63.1	98.3	88.3	87	N/A	N/A
Racial/Ethnic Group										
White	392	100	6.8	25	68.2	97.6	90	89.6	Yes	Yes
African American	114	100	21.6	45.9	32.4	85.6	73.4	74.6	Yes	Yes
Asian/Pacific Islander	34	100	6.1	27.3	66.7	93.9	94.3	92.7	I/S	I/S
Hispanic	32	100	16.7	36.7	46.7	96.7	78.4	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	89.7	85.1	I/S	I/S
Disability Status										
Disabled	62	100	52.6	26.3	21.1	63.2	53.3	51.7	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	15.6	37.5	46.9	93.8	78.7	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	176	100	23	43	33.9	86.7	76.1	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	584	100	15	33.2	51.8	91.9	82	80.4	Yes	Yes
Gender										
Male	286	100	15.2	31.5	53.3	91.3	80.5	78.4	N/A	N/A
Female	298	100	14.8	34.8	50.3	92.4	83.5	82.5	N/A	N/A
Racial/Ethnic Group										
White	392	100	8.9	31.3	59.7	95.3	87.7	87.8	Yes	Yes
African American	114	100	35.1	42.3	22.5	79.3	68.4	69.3	Yes	Yes
Asian/Pacific Islander	34	100	12.1	15.2	72.7	97	94.9	93.5	I/S	I/S
Hispanic	32	100	23.3	40	36.7	86.7	78.3	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	79.5	83.2	I/S	I/S
Disability Status										
Disabled	62	100	57.9	26.3	15.8	52.6	46.1	46.1	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	21.9	25	53.1	84.4	79.2	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	176	100	30.3	41.8	27.9	83	72.9	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	399	99.3	15.1	49.4	35.6	84.9	70.6	67.3
Gender								
Male	196	99	14.4	42.2	43.3	85.6	70.1	66.9
Female	203	99.5	15.7	56.1	28.3	84.3	71.1	67.7
Racial/Ethnic Group								
White	269	98.9	5.8	52.1	42.1	94.2	80.2	79.6
African American	73	100	47.9	42.3	9.9	52.1	50.4	49.7
Asian/Pacific Islander	22	100	9.1	31.8	59.1	90.9	86.4	84.4
Hispanic	25	100	26.1	52.2	21.7	73.9	60.1	59.4
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76.3	69.5
Disability Status								
Disabled	41	92.7	58.8	32.4	8.8	41.2	33.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	22	100	29.2	33.3	37.5	70.8	60.6	58.6
Socio-Economic Status								
Subsidized meals	116	99.1	32.4	47.2	20.4	67.6	57.1	55.4

Social Studies

All Students	400	99.5	12.7	46	41.3	87.3	73.2	70.9
Gender								
Male	205	99	13.8	36.9	49.2	86.2	72.8	70.1
Female	195	100	11.6	55.3	33.2	88.4	73.7	71.7
Racial/Ethnic Group								
White	273	99.6	7.6	45.4	46.9	92.4	79.8	79.2
African American	76	100	28	56	16	72	57.9	58.4
Asian/Pacific Islander	21	100	20	35	45	80	86.9	86.8
Hispanic	21	95.2	15.8	36.8	47.4	84.2	67.8	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	69.8	71.2
Disability Status								
Disabled	44	95.5	47.4	36.8	15.8	52.6	40	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	21	100	13.6	40.9	45.5	86.4	69	68
Socio-Economic Status								
Subsidized meals	126	100	23.3	54.2	22.5	76.7	61.6	60.8

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	584	98.3	16.3	30.1	53.7	83.7	74	72.1	97.2	96.2
Gender										
Male	287	97.2	21.9	33.3	44.8	78.1	67.2	65.2	97.3	96.2
Female	297	99.3	11.1	27	61.9	88.9	81.1	79.2	97.2	96.3
Racial/Ethnic Group										
White	394	98.2	11.5	26.9	61.6	88.5	81.6	80.8	97.2	96.1
African American	113	98.2	30.9	40	29.1	69.1	58.6	59.7	97	96.2
Asian/Pacific Islander	34	100	12.1	24.2	63.6	87.9	88.8	87	97.9	97.5
Hispanic	31	96.8	27.6	41.4	31	72.4	63.1	64.6	97.8	96.6
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	74.7	73.4	95.6	94.8
Disability Status										
Disabled	67	85.1	71.2	23.1	5.8	28.8	29.5	27.7	96.8	95.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.6
English Proficiency										
Limited English Proficient	29	100	28.1	31.3	40.6	71.9	62.9	63.7	98.1	97
Socio-Economic Status										
Subsidized meals	175	98.3	32.3	42.1	25.6	67.7	61.1	61.9	96.7	95.6

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	219	100	8.6	24.4	67	91.4
	4	195	100	15.8	33.2	51.1	84.2
	5	193	100	9.6	39.9	50.6	90.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	174	100	9.7	20	70.3	90.3
	4	215	100	7.7	34.4	57.9	92.3
	5	195	100	13	32.3	54.7	87
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	218	100	13.9	36.4	49.8	86.1
	4	195	100	12.1	37.4	50.5	87.9
	5	192	100	7.9	44.4	47.8	92.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	174	100	22.4	29.1	48.5	77.6
	4	215	100	11	34	55	89
	5	195	100	13	35.9	51	87
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	107	100	16.3	54.8	28.8	83.7
	4	194	100	20.5	53.7	25.8	79.5
	5	99	100	13.2	57.1	29.7	86.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	87	97.7	28.4	35.8	35.8	71.6
	4	215	100	10	52.6	37.3	90
	5	97	99	14.7	53.7	31.6	85.3
	6	0	N/A	N/A	N/A	N/A	N/A
2011	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	111	100	7.5	40.6	51.9	92.5
	4	194	100	11.1	45.8	43.2	88.9
	5	93	100	14.9	41.4	43.7	85.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	87	100	13.4	42.7	43.9	86.6
	4	215	100	9.1	44.5	46.4	90.9
	5	98	98	20.2	52.1	27.7	79.8
	6	0	N/A	N/A	N/A	N/A	N/A
2010	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	217	98.2	14.1	20	65.9	85.9
	4	194	98.5	21.3	39.9	38.8	78.7
	5	189	98.4	12	29.1	58.9	88
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2010	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	173	97.7	16	30.1	54	84
	4	216	98.6	17.9	34.8	47.3	82.1
	5	195	98.5	14.8	24.9	60.3	85.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2010	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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